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ABSTRACT

The aim of this program activity guide is to aid teachers and child caregivers in helping children in Air Force preschools and day care centers better understand and cope with the sometimes difficult experience of moving to another duty station. Basic information for teachers and caregivers, facts about moving in the military, instructional methods, vocabulary, suggested group activities, topics for interest centers, as well as teacher and local resources are provided. (Author/RH)

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UNITES STATES AIR FORCE CHILD CARE PROGRAM

PROGRAM ACTIVITY GUIDE

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This guide is one in a series designed to help teachers and caregivers in Air Force preschools and child care centers plan activities for children. It was prepared by HQ AFMPC/ MPCSOB with assistance from Dr Ivalee Long and Ms Linda Brant, child development consultants.

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M O V I N G

1. BASIC INFORMATION NEEDED BY TEACHER/CAREGIVER.

Moving is a "fact of life" for military families but it can be a difficult time for the young child. It is important for the caregiver and the parent to give the child a feeling of security and assurance that his life will be good when he moves.

Moving is a time of transition and change. Moving can be difficult for parents also. They are experiencing changes in their daily lives: different job, different people to work with, a different home, and new friends.

It is important that caregivers know that moving can be disturbing for a child. Just because a military family moves frequently doesn't necessarily make the act of moving easy for a child. For example, temporary housing, living with friends or relatives, and not having a private place of your own can all create tension within a family. Many military families sell or give away some of their household goods before they move. This is necessary because of the weight allowance for military personnel. Often, it is a child's swing set, sandbox, trike, or heavy toys that cannot be moved.

The caregiver should know when and where a child is moving so he/she can help prepare the child and, if possible, alert the child care center at the new location where the child is moving.

The caregiver should talk to the child about moving and allow him/her to express any feelings about it. An adult can empathize while still giving support. For example, a teacher might say, "I know you feel sad about leaving your friends here. We'll miss you, too, and we'll think about the good times we had. We'll think about how lucky your new friends and teachers will be to have you for a friend."

It is also important for caregivers to give assurance to a new child in the group. Introduce the child to the group and call each child by name frequently. Assure a new child by saying "Welcome to our center. I will be your special friend and help you today."

The caregiver should help parents understand that a move can be upsetting to a child. The child wants stability and routine, and it is important to maintain this as much as possible. Encourage parents to allow the child to pack a small suitcase or box with familiar toys or objects for the trip. Doing this includes the child in the moving process and gives him/her one area (no matter how small) over which he/she has some control. Packing a favorite stuffed animal

or doll, crayons, markers, paper, and some books can add much security and assurance for a child.

If a parent moves ahead of the child, encourage the parent to send cards or letters to the child. The parent might want to send post cards from the new location for the child to share at the center.

Depending upon the mode of travel the family will be using, the caregiver can enlarge on the idea of traveling by plane, bus, car, or boat. Creating enthusiasm about the trip can give the child something to anticipate.

Moving can be fun and provide plenty of adventure but it can also be difficult. Recognizing some of the feelings that children and their family may experience because of a move helps a caregiver to be sensitive to the needs of a child who has just arrived at the base or who is preparing to move away.

The teacher/caregiver will need to decide when to offer this unit on moving. Parts of the unit can be on-going throughout the year. For instance, a special bulletin board can be established for displaying a map of the USA or a world map. As a child moves away or as a child arrives the teacher/caregiver can point out or mark the location of the child's past or future home. Reserve a portion of the bulletin board for displaying travel posters or pictures of the child's new location.

A teacher may want to emphasize the unit in more detail during April or May since many children may be moving during the summer months.

2. <u>BASIC UNDERSTANDINGS</u>.

Military families usually move every 3 to 4 years.

One parent may have to move before the rest of the family.

Child care workers move, too.

Families can move by car, motor home, plane, bus, train, or boat.

Some families, such as grandparents, do not move very often.

Furniture may be moved in a truck, called a moving van.

If a family moves across the ocean, they may store their furniture.

Some of the family's belongings may be moved by boat.

When families move, they can't always take all of their belongings. It may be necessary to sell or give away heavy items.

Moving vans come in various sizes and are large, enclosed trailers. They usually have extra padding to protect the furniture.

For an overseas move the household goods may be shipped in large wood crates.

Dollies (show picture) may be used to help move heavy pieces to and from the truck.

There may be a ramp from the street up to the truck, or somtimes there is a tail-gate that can be raised or lowered to move the pieces up or down.

Even though people move, you can still keep in touch, sometimes by telephone or by writing.

Wherever you go you will see new things and make new friends.

When you are moving, you may stay in a hotel or motel, in a different apartment or condominium, or with friends.

3. WAYS OF INTRODUCING THE SUBJECT TO CHILDREN.

Have a large map of the United States (or world) or a globe, and show where child lives now and where child is going.

Ask children to tell what they liked or did not like about moving.

Use a flannel board story or puppets about a child who is going to move.

Use the poem "Moving" by Eunice Tietzens.

If a new child has entered the group use the poem "Welcome" by Rose Waldo.

4. VOCABULARY.

Moving van
Ramp
Dolly
Hotel
Motel

Apartment
Packing crates
Tail-gate
Temporary living quarters
Guest housing

5. ACTIVITIES FOR GROUP TIME.

Music

Play a singing game by having each child pretend to pick up a heavy package and sing:

We're moving today
We're moving today
Hi ho the merry oh
We're moving today.
(Tune: "Hi Ho, The Derry Oh")

Sing or dramatize while singing to the tune of "The Wheels on the Bus":

The workmen are packing our furniture
Our furniture, our furniture
The workmen are packing our furniture
Our furniture, our furniture
To get us ready to move.

The workmen are loading the truck
Loading the truck, loading the truck
Now the workman is shutting the door
Shutting the door, shutting the door
Now they're ready to go.

Sing the "Hello Song." This song works best with a small group.

Hello, (child's name), Hello
There's someone here
Wants to know your name
Hello, (repeat name), Hello,
There's someone here
Wants to know your name.

Sing or chant "What is Your Name?"

Adult says: "What is your name?"
"What is your name?"

Child responds: "My name is _____."
"My name is _____."

(Child matches tune of adult. A small group of children could sing or chant along with the child.)

Play the singing game "I'm A Little Choo Choo."

"I'm a little choo choo going down the track
Tell me your name and hop upon my back."
(Repeat child's name five times, i.e., Suzie, Suzie, Suzie...Child then puts hands on waist of engineer. Go around the room until all the children are on the train.)

Finger Plays and Poems

"Moving" (to the tune of Eensy, Weensy Spider)

"The little boy and girl (Hold up each index finger)
Climbed aboard the plane (Make climbing motion with fingers)
Zoom went the engines (Hold hands over ears)
And up went Sam and Jane. (Sweep hands upward)
Down came the landing gear
And they were on the ground. (Bring hands down)
Their new home was waiting (Draw house shape, with index fingers)
And friends were all around." (Wiggle all 10 fingers)

Have children write their own poems about moving. They can dictate their poems to the caregiver. Use as a bulletin board display after reading them to the group. Here is an example of a poem written by a 5-year-old who was enroute to a new home:

I WONDER WHY

BY RACHEL BRANT

I wonder why I leave my friend behind
When you leave your friends behind
I wonder why, I wonder why.

When I go to bed it makes me sorta sad,
Because I have to leave my friends behind.

Read these poems or find some of your own choice to share with the children.

THE NEW NEIGHBOR

BY ROSE FYLEMAN

Have you had your tonsils out?
Do you go to school?
Do you know that there are frogs
Down by the willow pool?

Are you good at cricket? (baseball?)
Have you got a bat?
Do you know the proper way
To feed a white rat?

Are there any apples
On your apple tree?
Do you think mother
Will ask me in to tea?

From Childcraft: The How and Why Library Volume I: Poems and Rhymes. Chicago: World Book - Childcraft International, Inc. 1979. Used with permission.

I MOVED

Source and Author Unknown

I packed up my suitcase and moved to a new street
Went to the playground and found a nifty treat
Three strange kids were playing there
and one said "howdy do"
Alas, before I knew it I was part of the crew.

MOVING

BY EUNICE TIETZENS

I like to move. There's such a feeling of hurrying and scurrying
And such a feeling
Of men with trucks and packing cases
Of kitchen clocks, mother's laces,
Dusters, dishes, books and vases.
Toys and pans and candles.

I always find things I'd forgotten;
An old brown Teddy stuffed with cotton,
Some croquet mallets without handles,
A marble and my wornout sandals,
A half an engine and a hat--
And I like that.

I like to watch the big vans backing,
and the lumbering and the cumbering,
and the hammering and the tacking,
I even like the packing.

And that will prove
I like to move!

From Childcraft: The How and Why Library Volume I: Poems and Rhymes. Chicago: World Book - Childcraft International, Inc. 1979. Used with permission.

WELCOME

BY ROSE WALDO

Little new neighbor, have you come to be
A playmate of mine from over the sea?
I'm glad you're hear, Oh won't it be fine
To learn all your games, and I'll teach you mine!
We won't understand all the words that we say
But I'm sure that we both will know how to play
So will you come now and swing while I swing,
And we'll sing all the songs that we love to sing.

From The Sound of Poetry. March C. Austin and Queenie B. Mills Eds. Boston MA. Allyn & Bacon, 1963. Used with permission.

WELCOME

(ADAPTED TO THE SITUATION)

Little new neighbor, have you come today
To be a friend from far, far away
(continue as above)

A NEW FRIEND

BY MARJORIE ALLEN ANDERSON

They've taken in the furniture;
I watched them carefully.
I wondered, "Will there be a child
Just right to play with me?"

So I peeked through the garden fence
(I couldn't wait to see).
I found the little boy next door
Was peeking back at me.

From Childcraft: The How and Why Library Volume I: Poems and Rhymes. Chicago: World Book - Childcraft International, Inc. 1979. Used with permission.

Stories and Games

Review the books listed under Reading and Listening Center. If necessary ask the base librarian for help in

locating or ordering the books. Choose several books that are appropriate for your group of children to read to them during group time.

Play the game "I Am Going to Move. What Shall I Pack?" Have each child name the thing he/she would like to take on the trip. Write this list on the blackboard or large piece of paper. Older children could repeat all of the items mentioned by the others and then add their own item to the list.

"Games of States." Milton Bradley box game for 7- to 10-year-olds. Teaches location of each state, the capital city, its industries and products. Available at base exchange or discount stores.

Puzzle of the United States...Playskool makes a wooden one.

Ask a moving company for a picture of one of their trucks (or draw your own picture or cut one from a magazine). Paste it on light weight cardboard and cut into pieces for a puzzle. The number of pieces you cut will depend on the age of your group of children.

Cooking

Have children make some "no bake" cookies for the child who is leaving or as a welcome for a new child.

NO-BAKE COOKIES

2 cups sugar
1/4 stick margarine
1/4 cup cocoa or carob powder
1 tsp vanilla
1/2 cup peanut butter
3 cups uncooked oatmeal

Combine sugar, milk, maragarine, and cocoa in a pan.
Bring to boil. Boil for one minute stirring often.
Remove from heat and add vanilla, peanut butter, and oatmeal.
Mix well; drop by spoonfuls onto waxed paper or have children wash hands and roll cookies into balls.
(Nuts, raisins, coconut could all be added to this recipe.)

Talk with the parent to find out if there are any foods unique to the area where the child is moving (or unique to the area the child just moved from). Ask the parent to share the recipe or make some "treats" for the center.

Large Muscle Activities

Provide small packing boxes for children to place on wagons and pull with tricycles for a "moving day."

Make a pretend van from a large packing box so children can be the "movers" and load up the truck. One can be the driver and "vroom, vroom" down the highway with the families' furniture. Provide a "trucker's" cap for the driver and packers.

Other Experiences

Ask someone from the household goods section of the transportation office to talk with the children about moving. They can make suggestions to the children about how to help with a move, i.e., sort through toys and get rid of broken items, remind parents not to pack dangerous items such as matches, fuels, etc.

Ask a parent or a caregiver who has recently moved to talk with the children. Perhaps this person can emphasize the positive aspects of moving, such as making new friends, seeing different parts of the country or world, having new experiences upon which to build.

Ask someone from a moving company to talk with the children. Perhaps the speaker can bring a dolly, a furniture pad, and some moving books.

Make a packet of ideas to use with children while traveling. Ask each parent at the center to give you one "fun" thing a child can do on a trip. Then make a list of these ideas, add some paper, a crayon or pencil, and "presto," you have a travel packet which can be a going away gift to a child who moves.

Routine Times

At pickup time play moving van. Have children return toys to shelves using wagons or tricycles as vans.

At snacktime have the server be a flight attendant and serve the passengers.

6. INTEREST CENTERS.

Science or Discovery Center

Show how it is easier to move a heavy load up a ramp with a dolly rather than carrying it up steps.

Using bathroom scales, weigh different items and compare the weights. Discuss which weighs most, which weighs least, or which is the same as others. Children can weigh building blocks, trucks, books, etc.

Take pictures of the child who is moving away as he plays with his/her friends in the center. An instant camera works

well for this and the children will enjoy watching the picture develop. Be sure to write the names of the children on the back of the pictures so the departing child will have a lasting memento of his group of friends.

Dramatic Play Center

Put several small suitcases and boxes in the housekeeping area for children to use while pretending to pack for a trip or to pack the dishes, pans, etc, for the moving van.

Build a low ramp so children can move furniture into the moving van. Be sure they use items that can be safely moved...nothing too heavy or bulky. Small chairs would be easy for most children to handle.

Arrange chairs in rows to imitate a car, plane, or bus. Take a pretend trip across the country. Point out scenic sights along the way: the Statue of Liberty, the Empire State Building, White House, St Louis Arch, Disney World, Rocky Mountains, Pacific Ocean, etc. The children can draw on their own experiences and add to the list.

Have hand puppets for children to act out their feelings about moving, making new friends, saying good-bye, staying in hotels, and flying in planes.

Set up a train or bus station with the puppet stage. Put up posters. Supply tickets, folders, hats, maps, etc.

Reading and Listening Center

Use this dialogue for a flannel board or puppet story.

Father or mother or both parents--"Eric, I just got my orders. We're being transferred to _____. This means we will have to get ready to move in ____(one week, etc.)_____."

Eric--"But I don't want to move and leave my friends." Parent--"I know. It is hard, but you didn't want to move when we came here and look what a good friend you found here."

Eric--"But how do I know I'll find somebody who's as good a friend as Harry?" Parent--"Because you are so friendly. You can make friends. And we'll take you to the child care center at the new base and you'll find new friends."

Eric--"Can I take my Teddy bear?" Parent--"Yes, you can take it with you all the time."

Talk with the children about making friends. Ask how many ways do you know to make or keep a friend?" Name some.

"Tell us three things you like about your friends." Encourage the children to find someone who needs a friend and do something especially friendly for that person.

Reading stories about moving and making new friends can provide an outlet for children to express themselves.

If you need help with locating or ordering these books, talk with the base librarian.

Clifton, Lucille. Amifika. NY: E. P. Dutton, 1977, ages 4-6. Amifika's father is returning home from the Army. If Amifika doesn't remember his daddy, will his daddy remember him? A sensitive book about a child's fears brought on by separation of the family due to military service.

Corey, Dorothy. You Go Away. Chicago, Ill: A. Whitman, 1975.

Hutchinson, Paula. Mike the Moving Man. New York: E. P. Dutton & Co. 1958.

Goffstein, M. B. Neighbors. NY: Harper & Row Pubs Inc. 1979.

Hallinan, P. K. That's What a Friend Is. Chicago: Children's Press, 1977.

Hoff, Syd. Who Will Be My Friends. New York: Harper & Row Pubs., Inc. 1960. Freddy's problem was how to make friends in a new town. He plays ball by himself until the other boys notice how good he is. This is simply written for the early reader.

Iwasaki, Chihiro. Will You Be My Friend? New York: McGraw-Hill Book Co., 1970. Ages 3-5, 25 pages. Allison watches the moving van unload next door and makes a friend with the new boy.

Kantrowitz, Mildred. Good-bye, Kitchen. New York: Scholastic Book Services Press, 1969. Ages 4-7, 38 pages. Emily's friend Junie is moving away. Emily's sadness turns to joy when she discovers that the new family moving in also has a girl.

Keats, Ezra Jack. The Trip. New York: Scholastic Book Services, 1979. ($1.95). Ages 3-7. Louis moves away from his neighborhood but soon finds that friends are to be found everywhere.

Lystad, Mary. That New Boy. New York: Crown Publishers Inc. 1973. Age 6-7, 30 pages. A new boy moves in across the street from George. He is reluctant to make friends

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with the boy who wears big eyeglasses and funny clothes. The new boy soon comes to visit George and a friendship begins.

Thompson, Vivian Laubach. Sad Day, Glad Day. New York: Holiday House, Inc., 1962. Ages 5-8, 38 pages. Kathy is moving from a country home to a city apartment. The loss of a favorite toy during a time of stress causes her to feel anxiety.

Viklund, Alice R. Moving Away. New York: McGraw-Hill, 1967. One of the best books available on the subject of moving. "Moving away is leaving behind people and places you know so well. It is a time when everything is different." "It is a time to put things in boxes, decide which toys to take with you, and who to give your goldfish to..." The child discovers that a new home can be nice too and that things are not so different.

Art Center

Have children paint picture to make a "going away" present for the child who is leaving.

Have writing paper, envelopes, and "stamps" for children to "write" letters (draw pictures or dictate short notes) to the child who is moving.

Draw pictures of moving vans. Children see many moving vans so they may well have a variety of colorful pictures.

Cut circles, squares, and rectangles from construction paper. Have children make their own moving vans using the precut forms. Talk about the shapes and colors they are using. Look around the room for similar shapes and colors (example: table is rectangular, clock is round, the truck is green).

Make moving vans out of milk cartons. Cover with contact or construction paper. Have children paint and decorate.

7. TEACHER RESOURCES.

Books For Kids About Moving, by Lynette Tandy. The Bekins Company, 1335 S. Sigueron St, Los Angeles CA 90015.

This booklet lists 30 children's books which deal with the subject of moving. Helpful information about each book includes reading level, story outline, approximate age and sex of the main characters, and a description of illustrations. This booklet may also be available through the local Bekins office.

"Travel Games"

This 31-page booklet is filled with game ideas for family fun while traveling. Send $.70 to: The Beavers
Star Route, Box 184
Laporte MN 56461

8. LOCAL RESOURCES.

Local moving companies. Ask if they have consumer information packets.

Air Force Transportation, Household Goods Section.

Travel agencies.

Bus and train stations.